School Year: 2023 - 2024

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
WISH Community School	1964733-0135921	8/23/23	9/14/23

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Following the 2021-2022 School Year, WISH Community School was identified as needing Additional Targeted Support & Improvement for our English Learners. This plan addresses the needs of our English Learners, with a particular focus on our Long Term English Learners and our English Learners with Individualized Education Plan. Upon our designation for ATSI, WISH educators immediately implemented strategies using the most effective evidence based practices and began working with our English Learners to support reclassification, improve state testing scores (SBAC), and reach proficiency and understanding in subject matter material during the 2022-2023 school year. WISH remains dedicated to the improvement of literacy and language skills for all WISH students and will continue an additional targeted support plan for our English Learns throughout the 23-24 SY.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

WISH Community School's EL population performed very well during the 21-22 SY but our reclassification number did not reflect with accuracy the status of students' scores. WISH will continue to meet the ESSA requirements in alignment with the LCAP by following already implemented systems and programs successfully used during the 22-23 SY. WIth the immediate implementation of additional supports for our EL students in 22-23, we have seen improvements in the scores of our English Learners and reclassification of students to English Proficient. WISH uses multiple internal data sources and teaching tools to assess students areas of greatest need and provides supplemental lessons around those skills and will continue to use these educational supports and our co-teaching model to affect the greatest improvement possible within this targeted population.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Immediately upon learning of our ATSI designation WISH administration reached out to various stakeholder groups and met with these community members frequently over the last 6 months to ensure we are holding ourselves accountable for the most effective implementation of support strategies for English Learners. Meetings were held with the following teams:

ELAC (March 30th, May21st & June 12th),
SSC (April 19th, May 17th)
WCA Leadership (February 15th, April 19th, May 3rd, & August 16th)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to significantly improve growth and achievement for our ELL population, WISH is implementing a Science of Reading curriculum and comprehensive English Language Arts program to establish a coordinated and sustained focus on literacy embedded within a rigorous general education curriculum.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

English Learners will increase their performance on the Summative ELPAC test by at least one span level, meet grade-level English Language standards on par with their peers, with the ultimate goal of reclassifying English Learners as English Proficient. The goal set out for the 2022-2023 academic year was to increase our ELA iReady internal assessment scores for our ELL population by 3% over the previous year.

Identified Need

Additional embedded supports and strategies for all WISH educators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Assessment	43% / 52%	+3%
i-Ready Verified Data	20% / 32%	+3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional targeted professional development was provided to key members of the ELAC who attended the Beaureau of Education Research PD session "Strengthening ENGLISH LANGUAGE LEARNERS' Engagement and Academic Achievement: Strategies that Work!" Following this training, these designated educators began providing additional supports in both push in and pull out to prepare students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$35,000 targeted literacy intervention $21,633 student engagement coaching and parent support programs $44,898 additional supports for unduplicated students $4,334 Robust interpreting services $6019 EL Master Plan implementation	LCAP

Annual Review

SPSA Year Reviewed: 22-23
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

WISH Community School worked intensively with teachers and educational specialists during the second half of the 2022-2023 school year to implement immediately identified supports to ensure our ELL population were highly prepared for the summative ELPAC assessment, the Alternate ELPAC Assessment and continually showing improvement in our internal assessments (verified data sources). Over this relatively short period of time, WISH students performed above expectations in all assessment areas:

- 52% of our ELL population in 2022-2023 met the requirements for reclassification
- 27% of our ELL population increased their performance band by at least one level but did not meet the markers for reclassification
- 100% of our ELL population who are assigned to the Alternate ELPAC exam scored as English Proficient and will be reclassified during their next scheduled IEP meeting

Internal Data for ELL population (I-READY):

Our BOY results indicated that only 16% of our ELL population were meeting grade level standards. By the EOY assessments, 32% of our ELL population were meeting or exceeding grade level standards on internal diagnostic assessments

ELL students meeting annual typical growth for 21-22 was 45% but the 22-23 school year shows 93% of our ELL students meeting annual typical growth measures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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No major chances this is our initial plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Student Performance Data
Academic Performance English Learner Progress

ELPAC Assessments Analysis
2022-2023 SY

Performance Level	K	1	2	3	4	5	6	7	8
Level 4	71%	50%	0%	100%	0%	50%	0%	100%	50%
Level 3	14%	50%	100%	0%	100%	50%	50%	0%	50%
Level 2	14%	0%	0%	0%	0%	0%	50%	0%	0%
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%

WISH Community School Summative ELPAC Comparison 2021-2022 SY

Performance Level	K	1	2	3	4	5	6	7	8
Level 4	66%	0%	0%	0%	0%	0%	66%	50%	0%
Level 3	33%	100%	100%	0%	330%	100%	0%	0%	100%
Level 2	0%	0%	0%	100%	66%	0%	33%	50%	0%
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%

2021–22 Overall Performance - All Grades
Results for All Students

▼ Data Detail - All Students (accessible data)

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. will be displayed instead of a number on test results where no data is found for the specific report.

Overall Performance

Performance Level	State of California	Los Angeles Unified	WISH Community
Mean Scale Score	N/A	N/A	N/A
☐ Level 4 ⓘ	15.57 %	14.56 %	39.13 %
☐ Level 3 ⓘ	35.23 %	32.53 %	39.13 %
☐ Level 2 ⓘ	30.73 %	29.98 %	21.74 %
☐ Level 1 ⓘ	18.47 %	22.93 %	0.00 %

# WISH Community School Alternate ELPAC Analsys 2022

	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Novice	Intermediate	Fluent
H Community	KG	2021-22	Overall	1		261	0%	0%	100%
	2	2021-22	Overall	1		459	0%	100%	0%
	3	2022-23	Overall	1		578	0%	0%	100%
	5	2022-23	Overall	1		567	0%	0%	100%
	7	2022-23	Overall	1		699	0%	0%	100%

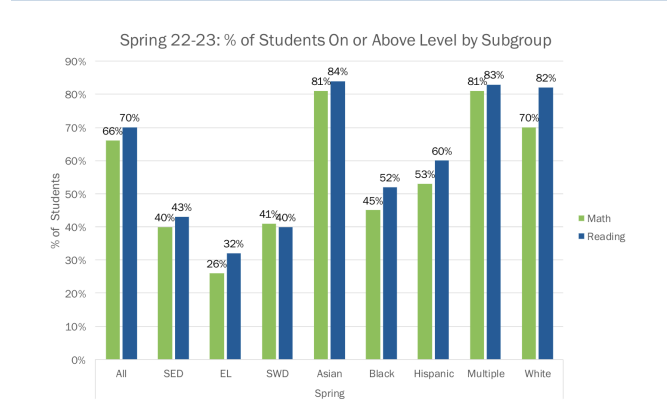2021-2022 SY - 50% of Alternate ELPAC students reclassified as English Proficient.
2022-2023 SY - 100% of Aleternate ELPAC students reclassified as English Proficient.

Academic Performance English Learner Progress
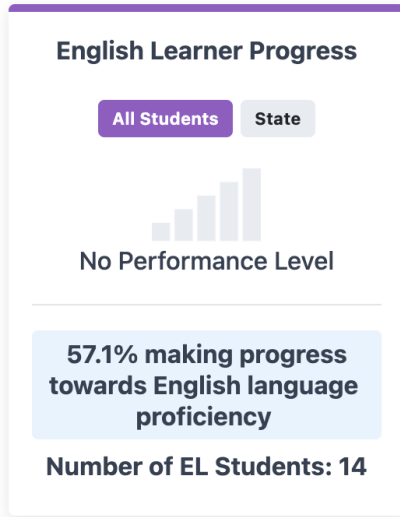## I-READY Internal Diagnostic Assessments 2022-2023 SY
verified data source
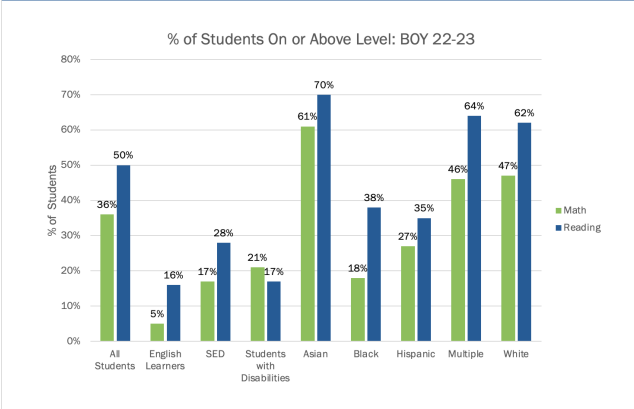
Academic Performance English Learner Progress
California Dashboard 2022

English Learner Progress

All Students | State

No Performance Level

57.1% making progress towards English language proficiency

Number of EL Students: 14

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 50%
- 7.1%
- 21.4%
- 21.4%

● ELs Who Decreased at Least One ELPI Level   ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
● ELs who Maintained ELPI Level 4   ● ELs Who Progressed at Least One ELPI Level
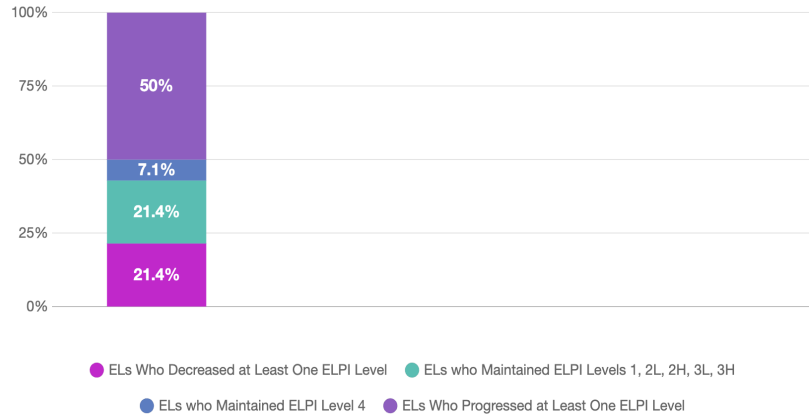
Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

In the creation of this SPSA WISH Community School included the following stakeholder groups:

English Language Advisory Committee (ELAC): This group formally met quarterly to discuss academic achievement and support for English Language Learners, opportunities for parent involvement, and community outreach and presentations. Additional meetings were held with members of the Committee to focus on the specific strategies to best support the gradespans served by our school.

Our School Site Council (SSC): Quarterly meetings of the School Site Council included directed focus on student achievement and progress, with the purpose of soliciting recommendations for the implementation of student supports to increase performance outcomes.

School Personnel: General education teachers, education specialists, instructional coaches and additional members of school administration teams developed list of priorities, recommendations around professional development, and analyzed student performance data.

WCA Parent Leadership: This entity consists of dedicated parents representing each grade level meeting monthly to discuss challenges and opportunities for students and provide suggestions and feedback for improving how WISH serves the needs of each unique student.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 111,884
Total Federal Funds Provided to the School from the LEA for CSI	Not Applicable
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 111,884

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
[List federal program here]	Not Applicable
[List federal program here]	Not Applicable
[List federal program here]	Not Applicable
[List federal program here]	Not Applicable
[List federal program here]	Not Applicable

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
[List state or local program here]	Not Applicable
[List state or local program here]	Not Applicable
[List state or local program here]	Not Applicable
[List state or local program here]	Not Applicable
[List state or local program here]	Not Applicable

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]
Total of federal, state, and/or local funds for this school: $[Enter total funds here